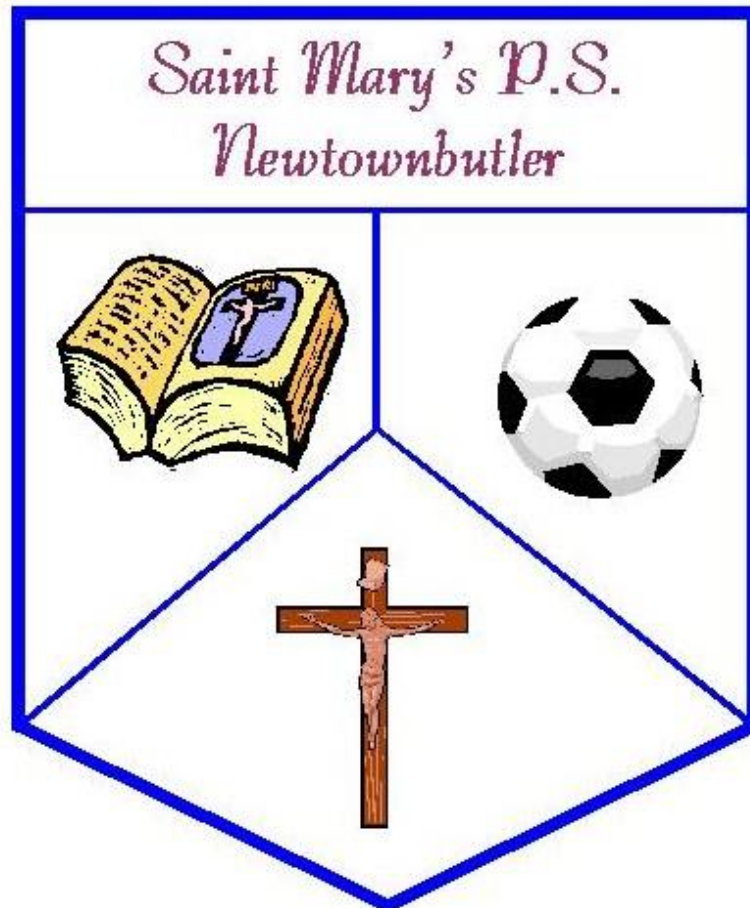


# St. Mary's Newtownbutler



## Positive Behaviour Policy

St Mary's Positive Behaviour Policy has been developed within the context of current legislation, policy and guidelines.

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (NI) Order, 1998
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
- The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007
- The Education (School Development Plans) Regulations (NI) 2010
- Special Educational Needs and Disability Act (Northern Ireland) 2016
- Addressing Bullying in Schools Act (NI) 2016 DE guidance
- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017 ETI
- Inspection and Self-Evaluation Framework 2017

#### MISSION STATEMENT



#### **CHILDRENS MISSION STATEMENT**

Our school is a place for everyone.

Where people feel that they belong.

Where we do our best work and have some fun.

We ask God to be active here,

To create an atmosphere of respect, peace and love.

## **BOARD OF GOVERNORS WRITTEN STATEMENT OF PRINCIPLES**

We the Governors, Staff of St Mary's Primary School believe the school to be a vital part of the community. We want our school to be a secure, safe and caring environment where each child is encouraged to grow and develop to their full potential.

Positive behaviour practices are essential for effective learning. Such practices help children develop responsible attitudes and values for life.

It is the aim in St Mary's to develop fully the potential of all our pupils. A caring atmosphere resulting from good relationships throughout the school where children parents and staff feel valued.

In St Mary's we believe that positive behaviour will be evident when children show respect for themselves and others.

## **MISSION STATEMENT**

St Mary's seeks to establish an educative community, centred on Christ so that His values and gospel message pervade the whole life of our school.

Our vision for St. Mary's is that we as a staff, parents and governors will endeavor to have a school where dignity and worth of each individual is uppermost, where good relations are established and cemented in an atmosphere of respect, caring and commitment and where educational experiences have a relentless focus on learning for now and the future.

## **Aims of policy**

This policy aims to develop the conditions where:

1. Effective learning will take place in a safe environment.
2. Self-discipline, self-respect and good personal relationships will be developed.
3. People will grow in a spirit of consideration for the whole community.

We do not view behaviour management simply in terms of sanctions. These can have a part to play in managing children's behaviour. Positive behaviour management strategies are used extensively to promote, improve and moderate behaviour through encouragement and praise.

## **OUTCOMES OF AIMS**

1. Pupils will respond positively in class working successfully through a planned curriculum.
2. Pupils will take pride in their work and surroundings.
3. Pupils will show mutual respect for others.
4. Staff will act as appropriate role models.
5. To use positive classroom management by delivering well prepared differentiated lessons.
6. To use a fair and consistent approach in all aspects of classroom practice.
7. To reward and give positive feedback to enhance self-esteem.
8. To encourage independence of thought and action and develop an appreciation of responsibility.
9. To apply appropriate sanctions in accordance with agreed school policy.

## **ROLES AND RESPONSIBILITIES**

### **Board of Governors**

The Board of Governors have a legal responsibility for the school's Positive Behaviour Policy and as a body must ensure that the school fulfils its responsibilities in keeping with current legislation and Department of Education (DE) guidance.

The Board of Governors must:

- Ensure good behaviour and discipline policies are pursued in school.

- Make and keep under review a written statement of 'general Principals' about pupil behaviour and discipline, which the Principal will have regard to in determining school rules and behaviour policies.
- Consult with Principal and parents and take guidance from Department of Education, Education Authority and CCMS prior to making a statement of 'General Principals'.
- Decide and set out what aspects of discipline /behaviour should be a matter for the Principal.

### **Principal**

School Leaders have the primary responsibility for ensuring that their school's ethos, the expectations it has for its pupils; its pastoral care arrangements and its teaching and curricular provision, support, motivate and provide pupils with the opportunities to succeed.

The Principal must:

- **Determine the measures which the school will take to:**
  1. Promote among the pupil's self-discipline and respect for authority.
  2. Encourage good behaviour and respect for others.
  3. Secure an acceptable standard of behaviour among the pupils.
- **Act in accordance with the Board of Governors statement of general principles and any guidance given by them.**
- **Prepare a statement of measures which form part of this policy and provide copies for parents.**
- **Ensure that copies of this Positive Behaviour Policy are made available in the school foyer , upon request from the office, on the school website.**
- **Make the DE generic policy available in other languages and provide translated copies of the St Mary's Policy as required for parents and pupils for whom English is an additional language.**

### **The Role of School Staff in Promoting Positive Behaviour**

The attitude of all staff is of great importance as it is, they, who in the end determine the environment where good relationships can develop. There is a shared responsibility for positive behaviour. Staff should never disregard inappropriate behaviour. It is recognised however that the best strategy to put in place may not always be direct correction but rather for example an approach such as proximal praise, distraction or cool down time. One of the key factors is a consistency of approach among staff towards the children.

Good teaching practice and positive teacher pupil relationships are major contributors to good classroom behaviour. Positive behaviour enables effective learning to take place and in order to achieve this goal the following strategies should be implemented:

- The encouragement of genuine involvement of all pupils in classroom activity by recognising their different abilities and matching tasks to those abilities so that pupils can regularly achieve success.
- The recognition of children's individuality and the importance of self-esteem
- Restorative discussions using positive language to communicate expectation, feedback and to encourage reflection and resolution. (Appendix 1)
- Regular praise and encouragement of pupils' positive behaviour.
- The Golden Rules are to be implemented, displayed throughout the school and regularly discussed with pupils to encourage ownership.

### **The Role of Parents**

Parents are the first and most important teachers that children have. An ethos of positive behaviour is set at home. A school is a much larger community where it is not possible to accommodate a large diversity in standards of behaviour. Parental support is an important factor in gaining a child's acceptance of any system of rules laid down within a school. **Parental acceptance of the school's expectations and co-operation with the staff are essential if an acceptable standard of behaviour is to be achieved. The influence of parents is far greater than that of the class teacher.**

The school asks that parents:

- **Ensure that their child/ren attend school and arrive in good time.**
- **Are aware of the school's rules, and procedures and encourage their child to abide by them.**
- **Show interest in their child/ren's class and homework.**
- **Act as positive role models for their child in their relationships with the school.**
- **Attend planned meetings with teachers and support school functions.**
- **Provide the school with the necessary information about the child, including telling the school promptly about any concerns, or any significant needs or home circumstances.**

Opportunities to build parental involvement are promoted through our rewards system e.g., written communications (reports, letters), by their child earning 100% Golden Time, achieving- pupil of the week and face-to-face meetings.

Surveys, consultative groups and meetings will help us to determine any parental concerns, which may arise throughout the school year.

### **Code of conduct for pupils**

Pupils should not perceive the school rules as limitations on their freedom, but rather as guidelines for keeping the whole school community and environment safe, for fostering tolerance and respect for others and their own self-discipline.

### **The Role of School Council**

The School Council consists of children from Year 5 – Year 7 and meets approximately once a month. Each class has two elected members on the council, one male and one female representative. The Councillors wear special badges that identify them throughout the school. There is a noticeboard dedicated to the School Council.

As part of their duties, the School Council discusses rules and their implementation. They also play a major part in deciding on activities to promote a positive school ethos. School Councillors are expected to be good role models who encourage their peers to support and adhere to the school rules.

All staff, pupils and parents will appreciate school and classroom rules to enable a consistent and fair approach to promoting positive behaviour.

### **Promotion of Positive Measures**

We believe that the use of encouragement and praise is vitally important in shaping children's behaviour. Our aim is to acknowledge good behaviour of all children.

#### **Effective rewards should:**

- Promote self-esteem and confidence.
- Motivate pupils to achieve.
- Encourage pupils to take responsibility for themselves and for others as well as property.
- Be appropriate to meet individual needs.

### **Reward Systems to Promote Positive Behaviour**

We feel that using a positive system of rewards will increase children's self esteem and thus help them to achieve more. Encouragement can be given in many ways. Reward systems are developed in consultation with pupils and can be on whole school, Key Stage, Class or individual basis.

This is done through:

- A preventative curriculum which develops respect and empathy for others. This is specifically addressed during Religion, PDMU and Circle time lessons, however it is also integral within the whole curriculum and ethos of our Catholic School.
- Promoting the Golden Rules and Golden Time, including half-termly 100% Golden Time Certificates.
- Praise by teacher
- Non-verbal rewards including e.g., smiling, nodding or thumbs up.
- A written comment on a child's work.
- Display of work
- Display of achievements/celebration of talents
- School prefects (modelling and praising good behaviour)
- Incidental prizes issued.

- A public praise of work in front of the class, other classes or the whole school e.g., Pupil of the week
  - A visit to another member of staff, Vice Principal or Principal
  - Use of school report to comment favourably on good behaviour and general attitudes to school life.
  - Pupils allocated roles of responsibility. (book monitors, playground buddy, reading buddy)
  - Individual/ whole class reward systems.
  - Newsletters celebrating achievements of pupils.
  - Use of stickers, stars, smiley faces or small material rewards.
  - Website
  - Positive Home-School Diaries / correspondence.
- This is not an exhaustive list.

***WE MUST INSPIRE CHILDREN TO HAVE A HIGH STANDARD OF BEHAVIOUR RATHER THAN SUBJECT THEM TO IT.***

**Courtesy and respect are shared between all in our school.**

### **School Rules**

Each class should work together to establish ground rules, which allow the classroom to operate effectively within a safe, happy and busy learning environment. Playground rules are established in the same way so that the playground is a safe, happy and fair place to be.

We in St Mary's Primary school promote the following 5 Golden Rules

- We are Gentle- We don't Hurt others.**
- We are kind and helpful- We don't hurt anybody's feelings.**
- We Listen -WE don't interrupt.**
- We are honest- We don't cover up the truth.**
- We work hard- We don't waste our own or others time.**
- We look after property- We don't waste or damage things.**

These 5 rules form a basis to classroom rules which are drawn up on a yearly rotation following consultation with the pupils and teacher in each year group. The Golden Rules are consistently applied, to encourage children to behave responsibly towards themselves, others and their environment. For health and safety purposes we specifically ask that:

- Children walk in an orderly manner along the corridors, through classrooms, etc so as not to put themselves or others in danger.
- Children are encouraged to remain seated/ and wear their seat belt when provided on the school buses/ taxis and not to distract the driver.



- Children must play only in the areas permitted. This is to prevent them straying near the road or car park. No child may leave the playground without permission.
- No child may leave the school premises for any purpose during the school day without permission. (Class teacher should be informed in writing/telephone).
- Pupils must be logged in and out through the school office when leaving school for an appointment during the school day.
- Children are not allowed to wear hooped or dangling earrings in school in the interests of safety.
- Children should wear suitable non-slip footwear for PE. (Pupils are asked not to wear high heels in school).
- **Parent/ Carers should inform the teacher in advance if a different person is collecting young children.**

## **SANCTIONS**

While we shall always try to encourage positive behaviour, it is also necessary to have sanctions to help us deal with behaviour that is not acceptable. Sanctions too are an integral part of a school's positive behaviour policy. The purpose of such sanctions is to make a child aware that his or her behaviour is not acceptable. It is also important that the child is made aware why this is so. In applying sanctions, the following guidelines will operate.

### **Sanctions will-**

- Be understood by all staff (teaching and non-teaching), pupils and parents.
- Be constructive, and restorative, with a focus upon achieving behavioural change.
- Be applied with sensitivity, flexibility and discrimination, in a calm and measured manner as soon after the offence as possible.
- In each case the sanction should be related to the misdemeanour.
- Be specific to the offender and not applied to whole groups (there may be unusual and specific exceptions to this, for example if a group of children run inappropriately through doors at break time, the group may be asked to walk back).
- Take account, as necessary, of the age and degree of maturity of the pupil and any special needs they may have and any other relevant circumstances.

## **Links with other Policies**

### **Special Educational Needs Policy**

When a teacher recognises inappropriate behaviour and uses normal classroom strategies to deal with the behaviour and finds they are ineffective and that the behaviour is affecting the teaching and learning in the classroom. Advice should be sought from the Special Education Needs Support Teacher. A record of Concern should be completed and discussed with parents/guardians.

This policy supports and complements a range of other school / regional policies and guidance including:

- Anti-Bullying
- Safeguarding and Child Protection
- Use of Reasonable Force / Safe Handling
- E-Learning Policy
- Health and Safety Policy
- Use of Video Cameras & Photographs
- ICT and access to the internet / mobile phones
- Critical incident
- Bereavement and Loss
- Teaching and learning.

These policies are available to parents and any parent wishing a copy should contact the School Principal

### **External Support**

The main sources to support schools in promoting good behaviour are the Educational Psychology Service, Autism Advisory Intervention Service, Primary Behaviour Support and Provision Service, Language and Communication Service, R.I.S.E NI, SEN Early Years Inclusion Service and Intercultural Education Service.

Links with these agencies aid:

- Staff development in aspects of discipline and classroom management.
- Our ability to interpret pupil behaviour and to deal with it in an effective manner.

### **Outline of consequences of undesired behaviour**

At our school we classify unacceptable behaviour into three broad bands

#### **Level 1**

Misbehaviour that has been assessed and is perceived to be minor or a first-time occurrence. This can be effectively managed at the time in the immediate environment by a member of staff normally the class teacher.

- \* Staff should NEVER ignore low level misbehaviour.
- \* Regarding minor cases of unacceptable behaviour, immediate verbal checking or a look of disapproval may suffice.
- \* The adult will explain the inappropriateness of the behaviour in relation to the Golden Rules
- \* Restorative questioning will be used.
- \* Think Time Discussion: For repeated level 1 offences. Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This sheet should be signed by a parent and a copy retained in school. (This discussion may inform a behaviour plan).

- \* Identify possible consequences if the unacceptable behaviour continues (eg: loss of Golden Time, loss of other privileges or repeated or extra work where presentation or content is clearly below the child's potential.
- \* Encourage reparation to be made, if appropriate.<sup>1</sup>
- \* Monitor the situation carefully.
- \* The adult who has initially dealt with the behaviour should be prepared to intervene with a higher response level if the situation persists or deteriorates. (In cases where behaviour is outside the classroom the class teacher should be informed at this point).

## Level 2

If the pupil is proving somewhat resistant to change and / or the behaviour is considered more severe, he/she may be placed on the COP (A Record of Concern should be discussed with the SENCO and Parents/carers will need to be informed of this decision). The following interventions should be applied as appropriate:

- \* In order to encourage the pupil to change his / her behaviour, he / she will be formally reminded of the harm his / her behaviour is causing and of the negative consequences (Expectation Discussion: A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour).
- \* Worth a Re-Think: This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences
- \* Think Time Discussion: Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This sheet should be signed by a parent and a copy retained in school This discussion may inform a behaviour plan.
- \* A home-school behaviour record should be used as appropriate (eg: positive home-school diary).
- \* Mood management and anger management strategies may be introduced to the pupil as appropriate.

## Level 3

Following assessment, if the unacceptable behaviour is more complex and/or resistant to change.

Pupil may have many additional needs and risk factors presenting.

- \* Senior Management will be consulted and the support of outside agencies will be sought.

- \* Monitoring by key member of staff.
- \* Development of mood management and / or anger management strategies.
- \* Behaviour Management Programmes, including Individual Behaviour Plan (support and strengthening) and target setting with incentives and consequences,
- \* Individualized strength and emotional well being building programmes eg: play therapy or EA SEBD Support.
- \* A risk assessment will be carried out for behaviour which could endanger the pupil themselves or others.
- \* If deemed necessary by the SMT, the school will refer to CCMS regulations on suspension and expulsion.

### **Parental Involvement**

At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change.

### **Policy Review**

The Positive Behaviour Policy will take account of current needs and be reflected in current practice. The staff on an annual basis should consider its effectiveness and application. The effectiveness of aims and objectives should be evaluated to determine whether approaches are successful in creating positive learning attitudes, culture and ethos within the school environment.

Discussion and audits of the policy will involve parents and pupils through circle time or questionnaires and staff consultation. The findings may in turn help to amend the policy in future where or if appropriate.

**Signed:** \_\_\_\_\_ **(BOG Chair)**

\_\_\_\_\_ **(Principal)**

**Date:**                    **December 2023**

**Review Due:**            **December 2026**

**Table 1 Behaviours**


Low Level	Moderate Level	Serious Level
Fidgeting / fiddling Telling tales Dropping litter Noisy e.g., talking/shouting Failing to keep on task. Unkind remarks Bad language (one off) Time wasting Telling lies Running in school Pushing in line Borrowing without permission Leaving work area untidy  <b>Any persistence of low-level behaviours would move into the moderate level</b>	Consistently shouting out Poor effort Distracting others Unprepared for work (continuously) Fighting (Physical) Bad language (persistent) Rough play Stealing Disregarding supervisors Threatening/aggressive behaviour Refusal to co operate. Vandalism – graffiti etc Forms of discrimination Breaches of the E-Learning Policy Wilful refusal to adhere to arrangements of social distancing.  <b>Repeated incidents of any moderate behaviours – Head teacher informed.</b> <b>Any persistence of moderate level behaviours would move into the serious level.</b>	Serious assault Vandalism e.g., extreme damage to school property Serious physical/verbal threats made to staff. Racism Bullying Drugs/solvents Violent outbursts- verbal/physical Leaving school without permission Deliberately putting others at risk of COVID 19, e.g. through coughing or spitting.

**Table 2 Sanctions / Procedures**

Low Level	Moderate Level	Serious Level
Frown Verbal Withdrawing attention Repeat activity properly Sit alone/stand out Reward others Warning- yellow card Related sanction e.g. completing work, cleaning up mess	Consequence- red card Sit alone desk Loss of break time/ lunchtime Extra work Buddy system Reflect and write Letter to parents Loss of privileges Referred to head teacher Behaviour timetable using the traffic light system	Isolation from peers for the rest of the session Head teacher meeting with parents Involve SENCO PLP Weekly behaviour report Involve outside agency Exclusion- either fixed term or permanent

# Restorative question cards

1




What happened?

ELSA

A red circular character with a smiling face and stick arms and legs. It is pointing towards the question text.

2




What were you thinking about at the time?

ELSA

A purple circular character with a sad expression and three question marks above its head. It is pointing towards the question text.

3




What have your thoughts been since the incident?

ELSA

An orange circular character with a thoughtful expression, resting its chin on its hand. It is pointing towards the question text.

4




Who do you think has been affected by your actions? In what way were they affected?

ELSA

A light blue circular character with a thoughtful expression, resting its chin on its hand. It is pointing towards the question text.

5



What do you need to do now to make things right?

ELSA

A green circular character with a happy expression and a glowing lightbulb above its head. It is pointing towards the question text.

## Restorative questions



ELSA

A row of five colorful characters (red, purple, orange, light blue, green) representing the different stages of the restorative process. The purple character has question marks above its head, and the green character has a lightbulb above its head.